

Kindergarten Pull Back Cars Lesson Plan

Teacher

Date

School

SLE # NS.1.K.3: Conduct scientific

investigations as a class and in teams: lab activities, field studies, NS.1.K.2: Ask questions based on observations, PS.6.K.2: Demonstrate various ways that objects can move, including but not limited to: straight, zig- zag, back and forth, round and round, fast and slow, NS.1.K.1 Record observations pictorially, orally, and in writing

Objectives:

Content: I will be able to conduct scientific investigations as a class and in teams.

I will be able to ask questions based on observations.

I will be able to demonstrate various ways that objects can move.

Language: I will be able to record observations pictorially, orally, and in writing.

Assessment: The teacher will be able to assess student knowledge based on completed charts, graphs, and written summary.

Technology/Materials: Pull Back Cars (available at Dollar Tree), graph paper, data table, meter stick or measuring tape, masking tape, carpeted floor, tile floor, thick black garbage bags

Vocabulary: straight, zig-zag, back and forth, round and round, fast, slow, observation, record, ask, questions

Bloom's: X Remembering X Understanding X Applying X Analyzing X Evaluation X Creating

Questions: How do cars work? Describe what you would need to do in order to get a pull back car to work. Predict what would happen if you were to pull the car back different lengths. Would the distance it travels be the same? Describe what would happen if you were to change the type of surface you were using. What do you think would happen if you were to test on tile instead of carpet?

High Yield Strategies: X Identifying similarities & Differences ☐ Summarizing & Note Taking X Cooperative Learning

X Reinforcing Effort & Providing Recognition X Setting Objectives & Providing Feedback X Generating & Testing Hypotheses

X Cues, Questions & Advanced Organizers ☐ Homework & Practice X Nonlinguistic Representations

Instructional Strategies:

Set: Activate prior knowledge by asking questions listed above. Allow students an opportunity to observe the pull back cars. Allow the students to investigate how to use them before beginning the activity.

Model: Demonstrate how to operate the pull back cars. Show the students the materials that they will be using. Explain that they will be conducting tests to determine how the amount of force added and the type of surface they test on will affect the direction and speed of the cars.

Guided Practice/Strategies: Allow students to investigate the cars and practice operating them. Help students measure and create $\frac{1}{2}$ inch, 1 inch, and $1\frac{1}{2}$ inch marks on the floor using masking tape. These marks will be how far the students will pull the cars back. They will test distance of travel from $\frac{1}{2}$ inch, 1 inch, and $1\frac{1}{2}$ inches. The students will test on the carpet and on tile. If no tile is available, lay out thick black garbage bags or tarps for the students to test on.

Intervention Strategies: Remodel as necessary, provide picture cards of cars, and walk around throughout the activity to help facilitate learning.

Accommodations & Modifications (IEPs) See individual IEPs for assistance. Modify lesson by allowing students to draw instead of write and/or shorten activity.

Independent Practice/Activities: Students will test the distance of travel at each mark. Students will then draw or write about how their car traveled. Ask students if the car traveled

faster or slower when pulled back further. Ask the students to draw the direction the car traveled. Have the students draw the path the car took when traveling.

Enrichment Activities: Allow students to design their own test.

Closure: Have students draw their car and tell their neighbor about what they did in the activity.

Homework: None